Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3	
Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.
Application deadline:	5:00 p.m. Central Time, May 20, 2014
Submittal information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Brazosport ISD	020905	P O Drawer Z		
Mailing address line 2	City		State	ZIP Code
	Freeport		TX	77542

County- District #   Brazoria

Campus number and name	ESC Region #	US Congressional District #	DUNS #
Velasco 020905110	4	014	070136791

Primary Contact

First name	M.I.	Last name	Title
Denise		Babb	Director of Federal Programs
Telephone #	Email address		FAX #
979-730-7000	denise.babb@brazosportisd.net		979-730-0173
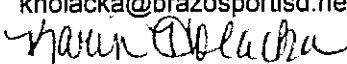
Secondary Contact

First name	M.I.	Last name	Title
Jean +		May	Coordinator of Federal Programs
Telephone #	Email address		FAX #
979-730-7000	jean.may@brazosportisd.net		979-730-0173

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Karin	V	Holacka	Superintendent
Telephone #	Email address		FAX #
979-730-7000	kholacka@brazosportisd.net		979-730-0713
Signature (blue ink preferred)			Date signed 5/20/14

Only the legally responsible party may sign this application.

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Statutory requirements: The district will meet all Statutory requirements as defined by the authorizing statute and outlined in the requirements section of the TTIPS application. All requirements are addressed in various schedules and sections of the TTIPS application.

TEA requirements: The BISD will complete and submit all reports as required/requested by the TEA or its technical assistance providers in a timely manner. The district and campus will fully embrace the TAIS process and all requirements as identified in the framework.

The LEA is committed to improved student achievement and will utilize local, state and federal resources to maintain the improved status after the end of the grant program. The sustainability of the programs that we implement is a critical component of maintaining both quality instruction and high achieving results.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Improving student achievement, building strong parent support, providing rigorous and relevant instruction and supporting staff through on-going professional development is the purpose of applying for this grant. Currently, our staff is charged with implementing a great deal of turn around strategies without any additional financial support. The teachers and staff have worked countless hours to ensure that students receive needed support for improving student achievement. It has been extremely difficult to implement the necessary components needed for these improvements. Therefore, as a campus we plan to utilize the funds awarded through the grant for ensuring that our highly diverse learners are both equipped for learning at high standards and provided the technology supports that most of our economically disadvantaged students lack.

Because our needs have been identified specifically based on our data, we built our budget on the basis of supporting the needs. Our campus data analysis team identified, Tier I instruction, parental involvement, attendance and student behavior, technology, and campus leadership as areas of need. Based on these needs we established a budget committee to review budget requests from campus staff and to determine if the requests align with our needs and our plan.

The purpose of the TTIPS grant is to substantially raise the achievement of students on a priority campus and enable the campus to achieve the annual measureable objectives and exit priority status through the implementation of reform strategies. Currently our demographics are represented as 90% Economically Disadvantaged,66% Hispanic, 35% At-Risk, 19% White, 19% English Language Learners, 13% African American. With a large EcoD population and sub-groups that are high needs a focused approach for interventions and specific professional development is needed to meet the goals and purposes of the grant program.

Our campus improvement team completed the needs assessment process designed by the district and meets quarterly to determine if needs have changed. Additionally, an annual campus improvement team leadership retreat is held to review our campus plan and needs assessment. The goal is to continue building on this process and commit to making necessary adjustments. In a means of supporting our campus improvement team, a grant coordinator who meets with CIT and campus administration would be critical. The hope is that the coordinator would manage all programs identified through the grant and that sufficient follow up and constant monitoring takes place.

The management plan developed for the TTIPS grant program will identify a DCSI to serve as the point of contact for the Principal and central office staff to ensure fidelity to grant implementation. The DCSI has direct contact with the Superintendent to ensure immediate implementation/change as needed. The Grant/PLC coordinator will ensure fidelity of grant implementation, manage grant reports/documentation and coordinate teacher PD/PLC implementation. The Project Based Learning(PBL) /Technology Coordinator will work with grade level teams to ensure fidelity of implementation of PBL on campus, model activities and lessons, as well as support technology implementation/utilization. The Master Reading and Math Teachers will support Best Practices, model instruction, review lessons, provide feedback/support in incorporating High Yield Instructional strategies in classrooms. The grant secretary will support the grant implementation by providing administrative assistance to the grant coordinator and other grant specialists to ensure that products and services are provided in a timely manner and work closely with the business office to ensure appropriate expenditure of grant funds. Instructional Para's will provide Reading/Math support at each grade level. Additional classroom teachers will help to reduce class size in grades 2 - 4.

Our plan to evaluate the program components will consist of ongoing program analysis, data analysis, and collaborative program evaluation with stakeholders. All of our measures (parent involvement, content based professional development, professional development in the areas of high yield instructional strategies, behavior management, and instructional leadership) all directly impact student achievement. Therefore, we plan to utilize both formative and summative assessment to ensure that the programs are helping make improvements. The grant coordinator and the DCSI will establish evaluation criteria of the consultant's services.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 020905		Amendment # (for amendments only):			

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)					

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.		Fund code: 276			

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$3,319,800	$0	$3,319,800	$0
Schedule #8	Professional and Contracted Services (6200)	6200	$1,054,000	$0	$1,056,000	$2,000
Schedule #9	Supplies and Materials (6300)	6300	$390,850	$6,000	$390,850	$0
Schedule #10	Other Operating Costs (6400)	6400	$236,000	$36,000	$236,000	$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$749,827	$0	$749,827	$0
	Total direct costs:		$5,750,477	$42,000	$5,752,477	$2,000
	Percentage% indirect costs (see note):		N/A	N/A	N/A	N/A
	Grand total of budgeted costs (add all entries in each column):		**$5,750,477**	**$42,000**	**$5,752,477**	**$2,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$5,752,477
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$287,624

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
1,999,550	**1,965,377**	**1,787,550**	**5,752,477**

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 020905		Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1 Teacher	5	0	$825,000	$0
2 Educational aide	8	0	$573,600	$0
3 Tutor	0	0	$0	$0
Program Management and Administration				
4 Project director	0	0	$0	$0
5 Project coordinator	1	0	$239,700	$0
6 Teacher facilitator	0	0	$0	$0
7 Teacher supervisor	0	0	$0	$0
8 Secretary/administrative assistant	1	0	$102,300	$0
9 Data entry clerk	0	0	$0	$0
10 Grant accountant/bookkeeper	0	0	$0	$0
11 Evaluator/evaluation specialist	0	0	$0	$0
Auxiliary				
12 Counselor	0	0	$0	$0
13 Social worker	1	0	$135,000	$0
14 Parent Involvement Specialist	1	0	$226,500	$0
Other Employee Positions				
21 Math Specialist	1	0	$226,500	$0
22 Reading Specialist	1	0	$226,500	$0
23 PBL/Technology Coordinator	1	0	$239,700	$0
24	Subtotal employee costs:		$2,794,800	$0
Substitute, Extra-Duty Pay, Benefits Costs				
25 6112 Substitute pay			$60,000	$0
26 6119 Professional staff extra-duty pay			$36,000	$0
27 6121 Support staff extra-duty pay			$30,000	$0
28 6140 Employee benefits			$399,000	$0
29 61XX Tuition remission (IHEs only)			$0	$0
30	Subtotal substitute, extra-duty, benefits costs		$525,000	$0
31	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$3,319,800	$0

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 020905		Amendment # (for amendments only):	

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	$0	$0
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$0	$0
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	ESC Services Math Professional Development /Technical Assistance	☐	$9,000	$0
2	ESC Services ELA Professional Development/Technical Assistance	☐	$9,000	$0
3	ESC Services for Leadership Development	☐	$9,000	$0
4		☐	$0	$0
5		☐	$0	$0
6		☐	$0	$0
7		☐	$0	$0
8		☐	$0	$0
9		☐	$0	$0
10		☐	$0	$0
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$27,000	$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

				☐ Yes, this is a subgrant
	Specify topic/purpose/service:			
	Describe topic/purpose/service:			

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs:	# of positions:	$0	$0
	Contractor's subgrants, subcontracts, subcontracted services		$0	$0
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs		$0	$0
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
		Total budget:	$0	$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 020905		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Technical Service Provider		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Ensure grant goals, requirements are followed, assist with budget amendments, and documentation			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
2	Contractor's payroll costs	# of positions:		
	Contractor's subgrants, subcontracts, subcontracted services		$73,000	$2,000
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs		$0	$0
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
		Total budget:	$73,000	$2,000
	Specify topic/purpose/service: Social Service provider		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Provide social service support to students and parents			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
3	Contractor's payroll costs:$50K per yr	# of positions: 1	$150,000	$0
	Contractor's subgrants, subcontracts, subcontracted services		$0	$0
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs		$0	$0
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
		Total budget:	$150,000	$0
	Specify topic/purpose/service: Campus Leadership Training		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Provide leadership coaching			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
4	Contractor's payroll costs:	# of positions:	$0	$0
	Contractor's subgrants, subcontracts, subcontracted services		$526,000	$0
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs		$0	$0
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
		Total budget:	$526,000	$0
	Specify topic/purpose/service: Data, Decision Making and Development		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Provide Focus data analysis and implementation into instruction			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
5	Contractor's payroll costs:	# of positions:	$0	$0
	Contractor's subgrants, subcontracts, subcontracted services		$73,000	$0
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs		$0	$0
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
		Total budget:	$73,000	$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 020905		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service: PBIS training and support		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Training for teachers and staff on PBIS			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
6	Contractor's payroll costs:	# of positions:	$0	$0
	Contractor's subgrants, subcontracts, subcontracted services		$20,000	$0
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs		$0	$0
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
		Total budget:	$20,000	$0

	Specify topic/purpose/service: After School Extended Day Support		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Provide additional learning time along with enrichment activities –to begin in year 3.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
7	Contractor's payroll costs:	# of positions:	$0	$0
	Contractor's subgrants, subcontracts, subcontracted services		$175,000	$0
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs		$0	$0
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
		Total budget:	$175,000	$0

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
8	Contractor's payroll costs:	# of positions:	$0	$0
	Contractor's subgrants, subcontracts, subcontracted services		$0	$0
	Contractor's supplies and materials		$0	$0
	Contractor's other operating costs		$0	$0
	Contractor's capital outlay (allowable for subgrants only)		$0	$0
		Total budget:	$0	$0

		Grant Amount Budgeted	Pre-Award
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$0	$0
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:** ESC Services, math, ela	$27,000	$0
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$1,017,000	$2,000
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$10,000	$0
	(Sum of lines a, b, c, and d) 3-Year Grand total	$1,054,000	$2,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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						Grant Amount Budgeted	Pre-Award
**Schedule #9—Supplies and Materials (6300)**
	County-District Number or Vendor ID: 020905		Amendment number (for amendments only):
**Expense Item Description**
**Technology Hardware—Not Capitalized**
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Cables	Technology connectivity	100	$20	$15,850	$0
	2	Chords	Technology connectivity	100	$10		
	3	Adapters	Technology connectivity	100	$10		
	4	iPad Sync Carts	Charging stations for iPads	3	$1,125		
	5	Apple volume purchase	Vouchers for apps	100	$40		
	6	iMovie for iPads	To create educational videos	100	$5		
	7	Apple TV	for tech pods	50	$10		
	8	Award Maker	For Parent Center	1	$3,475		
6399		Technology software—Not capitalized	$0	$0
6399		Supplies and materials associated with advisory council or committee	$0	$0
	Subtotal supplies and materials requiring specific approval:	$0	$0
	Remaining 6300—Supplies and materials that do not require specific approval:	$375,000	$0
	**3-Year Grand total:**	**$390,850**	$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 020905	Amendment number (for amendments only):	
Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
6411 — Out-of-state travel for employees (includes registration fees) / Specify purpose:Travel to Model Schools Conf, Required TTIPS Conf LearnForward	$80,000	$0
6412 — Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. / Specify purpose:	$0	$0
6413 — Stipends for non-employees (specific approval required only for nonprofit organizations) / Specify purpose:	$0	$0
6419 — Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations / Specify purpose: Travel to State Parent Involvement Conferences (5 parents)	$18,000	$0
6411/ 6419 — Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees / Specify purpose: Out of state conferences – Model Schools Conference	$18,000	$0
6429 Actual losses that could have been covered by permissible insurance	$0	$0
6490 Indemnification compensation for loss or damage	$0	$0
6490 Advisory council/committee travel or other expenses	$0	$0
6499 — Membership dues in civic or community organizations (not allowable for university applicants) / Specify name and purpose of organization:	$0	$0
6499 — Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) / Specify purpose:	$0	$0
Subtotal other operating costs requiring specific approval:	$116,000	$0
Remaining 6400—Other operating costs that do not require specific approval:	$120,000	$0
3-Year Grand total:	$236,000	$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 020905		Amendment number (for amendments only):			
15XX is only for use by charter schools sponsored by a nonprofit organization.					
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$0	$0
66XX/15XX—Technology hardware, capitalized					
2	Chromebooks	550	$334	$183,700	$0
3	iPads	100	$383	$38,300	$0
4	Otterbox for iPad	100	$60	$6,000	$0
5	Chromebook carts for recharging stations	30	$1,000	$30,000	$0
66XX/15XX—Technology software, capitalized					
6	STOP ID tracking tags for theft prevention	550	$10	$5,500	$0
66XX/15XX—Equipment, furniture, or vehicles					
7	Bench for high impact learning area	24	$580	$13,920	$0
8	Duo lounge seating for high impact learning area	16	$2,200	$35,200	$0
9	Mobile table for high impact learning area	10	$444	$4,440	$0
10	Stool for high impact learning area	16	$430	$6,880	$0
11	Chairs for high impact learning area	18	$138	$2,484	$0
12	Interchangeable act tables for HILA	6	$203	$1,218	$0
13	Stacking chair for high impact learning area	24	$95	$2,280	$0
14	cushion	12	$66	$792	$0
15	Chairs for parent center	2	$129	$258	$0
16	Cutout maker for parent center	1	$6,900	$6,900	$0
17	Design center for cutouts-parent center	1	$2,770	$2,770	$0
18	Poster maker for parent center	1	$5,125	$5,125	$0
19	Corner literacy nook for parent center	1	$457	$457	$0
20	Kydz building table for parent center	1	$199	$199	$0
21	Cutout maker supplies	1	$1,600	$1,600	$0
22	Techpods- for HILA classroom centers	35	$7,000	$245,000	$0
23	Seating for techpods	120	$125	$15,000	$0
24	Bench for high impact learning area	6	$1,100	$6,600	$0
25	Soft seating for high impact learning area	3	$1,300	$3,900	$0
26	Chairs for high impact learning area	32	$90	$2,880	$0
27	Display book truck	2	$915	$1,830	$0
28	Toad stools	25	$390	$9,750	$0
29	Training table	3	$212	$636	$0
30	Seats	4	$1,020	$4,080	$0
31	Chairs	3	$1,271	$3,813	$0
32	Soft Seats for Student Collaboration	35	$2,269	$79,415	$0
33	Shade for outdoor learning area	1	$19,000	$19,000	$0
34	US Map Panel – Free standing	1	$781	$781	$0
35	Rocking Drum - Free standing	1	$413	$413	$0
36	Sign Language Panel – Free standing	1	$599	$599	$0
37	Touch Math Panel – Free standing	1	$1481	$1481	$0
38	Portable Free School Table	1	$942	$942	$0
39	940 Series In ground bench with back	5	$450	$2,270	$0
40	Heavy Duty Table – 6 ft	3	$820	$2,460	$0
41	32 Gallon Plastic Liner	2	$41	$82	$0
42	Trash Flat Top Receptacle	2	$96	$192	$0

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43	32 Gallon Trash Receptacle	2	$340	$680	$0

66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life

				$0
		3-Year Grand total:	$749,827	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			637	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	79	12.7%	Attendance rate	96.7%
Hispanic	409	65.7%	Annual dropout rate (Gr 9-12)	DNA
White	119	19.1%	Annual graduation rate (Gr 9-12	DNA
Asian	3	0.5%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	39%
Economically disadvantaged	555	89.1%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	61%
Limited English proficient (LEP)	121	19.4%	Students taking the ACT and/or SAT	DNA%
Disciplinary placements	6	0.9%	Average SAT score (number value, not a percentage)	DNA%
			Average ACT score (number value, not a percentage)	DNA%

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	5	14.1%	No degree	0	0%
Hispanic	11	31.1%	Bachelor's degree	32	73%
White	19.4	54.8%	Master's degree	12	27%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	9.1	25.6%	Avg. salary, 1-5 years exp.	$45,278	N/A
6-10 years exp.	12.4	35%	Avg. salary, 6-10 years exp.	$46,356	N/A
11-20 years exp.	7	19.8%	Avg. salary, 11-20 years exp.	$48,807	N/A
Over 20 years exp.	.9	2.4%	Avg. salary, over 20 years exp.	$62,441	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 020905							Amendment # (for amendments only):								

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	90	108	113	112	108	106	0	0	0	0	0	0	0	0	637
Open-enrollment charter school	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	90	108	113	112	108	106	0	0	0	0	0	0	0	0	637

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	6	6	7	7	7	0	0	0	0	0	0	0	0	37
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	4	6	6	7	7	7	0	0	0	0	0	0	0	0	37

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Schedule #13—Needs Assessment

County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Velasco Elementary, during the 2013-2014 school year has journeyed through the TAIS process as an identified campus of improvement required. Our campus data analysis team is composed of grade level leaders, counselor, administrators, a special education representative, and a bilingual representative. While working collaboratively with our PSP (professional service provider) to analyze our data and campus needs assessment, Velasco identified the following needs: classroom instruction, instructional and team leadership, students and teachers lack the needed technology and training to implement college and career readiness skills, the development of educational and parenting skills for parents, and behavioral issues and absenteeism are reducing learning time.

Our goal for the 2013-2014 year was to implement interventions to address the identified needs. While this is an ongoing process, we have conducted a Saturday work day to evaluate our current plan and draft a priority plan for the 2014-2015 school year.

Collectively, our campus data analysis team and campus improvement team have utilized our campus needs assessment to prioritize the needs that impact students the most then make decisions regarding interventions. After completing guiding questions, the following areas were evaluated by campus staff and needs were identified in each area.

Demographics: African American-12%, Hispanic-65.7%, White- 19.1%, Economically Disadvantaged- 89.1%, English Language Learners-19.4%, At-Risk- 35%

Student Achievement: Time built in during the day to analyze and time to prepare for implementation. Training in instructional strategies and RtI for improved student achievement. A bilingual interventionist to serve the bilingual population.

School Culture and Climate: Our campus needs training for our staff so that we are better equipped to deal with Tier 2 and 3 behaviors. In addition, a behavior screener to identify those Tier 2 and 3 students and a classroom behavior curriculum. We also feel additional incentives would encourage more families to attend after school activities. Currently our attendance is at 95.7%.

Staff Quality, Recruitment, and Retention: We need to find good quality teachers in a timely manner prior to school starting. We need to reduce class size to enable teachers to provide more direct academic interventions. Currently our average student and teacher ratio is 23:1 (During spring classes have increased to 24:1). We need quality professional development in critical areas of need such as math and reading. We need additional paraprofessional support to help increase student performance.

Curriculum, Instruction, and Assessment: Training for Balanced Literacy for all teachers (Guided reading, phonics, etc.). Vertical alignment of instructional resources for reading and math in all grade levels. Test prep materials for all grade levels to use for practice.

Family and Community Involvement: Our school needs to encourage more parental involvement and setup a reward system and training for our parents. Some parents don't have technology to access school to home communication. Additionally, some parents need computer training. We need personnel to help our school partner with our community and support our school by providing needed supports and resources for students and parents. This kind of support will help the school focus on student learning.

School Context and Organization: We need to evaluate our master schedule in order to maximize our learning time for students. Establish a master calendar to better communicate with staff, family, and community. Shared leadership and campus communication needs to be improved to better meet the needs of students.

Technology: The technology needs for the campus are, increase operational flexibility and increase number of technology resources per classroom. Additionally, teachers lack the needed technology training and support to implement college and career readiness skills. We need to review the district plan for supporting our technology infrastructure by working collaboratively with district technology personnel to support the integration of technology as noted and evaluated in the district long range technology plan.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Velasco Elementary campus improvement team is comprised of grade level leaders, all cadre (communication, curriculum and instruction, staff development, parent involvement, school climate) leaders and co-leaders, special education representative, paraprofessional representative, counselor, parent representative, community member, administrators, and administrative assistants. Although this team leads and facilitates the campus needs assessment process, all staff provides direct input in campus needs and campus planning. Our CIT bases our identified needs on the following current campus data:

- universal screener data- Math and reading beginning, middle, and end of year screener for kinder-4th grade
- failure rates- four quarterly meetings to discuss trends and grade level comparisons
- formative and summative assessments- unit assessments, rubric based assessments, state assessments
- attendance- weekly attendance summaries
- technology- teacher and student assessments
- discipline data- four quarterly meetings to discuss trends and grade/teacher comparisons
- student/parent surveys- school climate survey, student safety survey

Needs are then prioritized by campus and district administrators after reviewing all data sources. The prioritized needs are then shared and discussed with staff. In an effort to capture the process that our campus utilizes to prioritize our needs, the following has been included:

- Our CIT divide into groups and act as facilitators as staff answered guiding questions.
- Members then participated in discussions and reviewed campus data.
- Upon completion of group discussions, our team compared the needs outlined in our priority plan with needs identified in campus plan to ensure that it was aligned.
- Lastly, the team discussed and listed strategies and interventions that would be needed to meet the identified needs.

This systematic process is critical in helping our campus meet the needs of our students. The goal of the LEA will be to uphold the components of this process and ensure that major Transformation strategies outlined in the grant are implemented and sustained.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Teachers need continued development in high-yield instructional strategies, content-specific strategies in reading, writing, and mathematic and differentiated instruction in all subpopulations.	• Provide professional development in the Project Based Learning Model. • Coaches will model PD in Classroom Instruction that Works (CITW) • Provide Math and ELA instructional coaches • Continue implementation of the Gomez y Gomez framework in grades 1-2 (2014-2015) and grades 3-4 (2015-2016) • SIOP- Second year implementation
2.	Campus, grade level, and cadre leaders lack instructional leadership and team leadership skills.	• Training to lead their campus in learning environments, communication systems, data walls, evidence-based grading, and soft skills assessment and reporting systems. • Teacher leaders will utilize the McREL walk through model for classroom observations. • Staff will enhance professional learning communities as a systematic process to improve individual and collective results. • Coaching for Results to provide leadership development.
3.	Students and teachers lack the needed technology and training to implement college and career readiness skills.	• Provide technology professional development to help teachers create lessons that integrate technology and 21 century learning skills
4.	Develop educational and parenting skills for parents.	• Provide parenting training to parents • Build relationships with parents through PBIS • Teachers will receive training in effective parenting conferencing strategies • Teachers will contact family of each student at least 4 times each year. • Provide adult education classes to parents

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Schedule #14—Management Plan

County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Special Knowledge/Skills: Expertise in planning, implementing, and managing improvement efforts at the campus and/or LEA level; Views role as an integral part of his/her responsibilities; Supports all components of TAIS; Has a direct line of contact with the superintendent and other critical district personnel; Has authority to influence central office departmental procedures; Has successful leadership and management experience; Views self as a positive change agent; Strong communication skills
2.	Grant/PLC Coordinator	Qualifications: Master's Degree preferred, from an accredited college or university; Valid Texas Teaching Certificate; Special Knowledge/Skills: Excellent verbal/written communication skills; Experience with formal presentations and working with adult learners; Knowledge of instructional/cognitive coaching; Ability to work with a diverse group of people and to use formative data to make instructional decisions; Experience: Knowledge of technology preferred; ILD Certified and Administrative experience preferred
3.	PBL/Technology Coordinator	Qualifications: Bachelor's Degree in Education from an accredited college or university; Valid teaching certificate in Math or ELA preferred; Background in computer education, instructional technology, and/or experience in implementing computer education in public schools; Demonstrated ability as an instructional leader with both adults and students; Proven leadership skills; Demonstrated capacity to be self-directed, organized, and collaborative with all staff members; Demonstrated ability in the research, development and delivery of innovative technologies; Experience: Five years teaching experience
4.	(1) Master Reading Specialist & (1) Master Math Specialist	Qualifications: Bachelor's degree from accredited college or university with a major in assigned subject; Valid Texas teaching certificate with required endorsements for subject assigned; Special Knowledge/Skills: Ability to design & implement curriculum; to evaluate instruction programs and effective teaching; to develop and deliver training to adult learners; to interpret data; to integrate technology in the classroom; to organize, communicate, and relate to colleagues, staff, & community; Experience: Five years teaching experience
5.	Grant Secretary	Qualifications: High School Diploma or higher from an accredited high school/college or university; Special Knowledge/Skills: Technology experience preferred (ex. Microsoft Office, Google, PEIMS); Excellent organization skills and verbal/written communication skills; Ability to work with diverse groups of people and to multi-task; Budgeting experience preferred; Experience: Three years secretarial experience in the education field
6.	Social Worker	Qualifications: Master's degree in social work from an accredited college or university; Valid Texas license as a master social worker granted by the Texas State Board of Social Worker Examiners; Special Knowledge/Skills: Individual and group counseling skills; skill in casework methods; Strong consultation skills for conferencing with teachers, parents, and students; Awareness and ability to access community resources; Excellent organizational, communication, and interpersonal skills; Experience: Two year's experience in social work (May contract with CIS)
7.	(5) Instructional Paraprofessionals	Qualifications: High school diploma or GED; Highly Qualified under "NCLB"; Valid Texas educational aide certificate; Special Knowledge/Skills: Ability to work well with children and adults; Ability to communicate effectively; Experience: Some experience working with children
8.	(3) Classroom Teachers to Reduce Class Size	Qualifications: Bachelor's degree from accredited college or university; Valid Texas teaching certificate with required endorsements or required training for subject and level assigned; Demonstrated competency in the core academic subject area assigned; Special Knowledge/Skills: Knowledge of core academic subject assigned; General knowledge of curriculum and instruction; Ability to instruct students and manage their behavior; Strong organizational, communication, and interpersonal skills; Experience: At least one year student teaching or approved internship

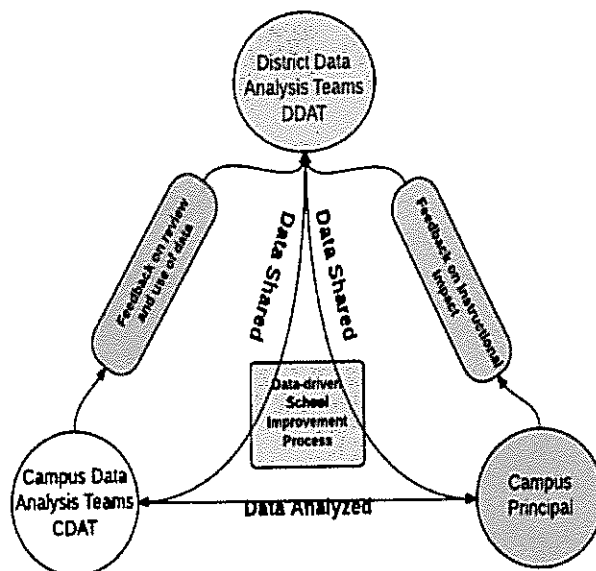| For TEA Use Only	
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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External Providers are recruited through various means. Attendance at National, State or Regional conferences that provide an introduction to a provider's knowledge, skills and expertise. Discussion with personnel from other districts that have obtained services from a provider and have made recommendations regarding the provider's effectiveness. Contact is made and the provider is invited to complete an application to the district.

External Providers, that will perform services on a campus, must complete a Vendor Application packet for Brazosport ISD that includes the following required documents:
- Brazosport ISD vendor application form
- Conflict of Interest questionnaire
- Criminal History Background check form
- Proof of Liability and worker's compensation coverage
- Professional resume providing detailed information

If a number of provider's submit applications then a review process by central office/campus staff is conducted. Providers are selected for interviews and interviews are conducted either face to face, by phone or via technology. Oversight is provided by a designated central office staff member that is identified as the contact with the provider (in this case the DCSI). Open and consistent dialogue is established. Collaboration with the principal/DCSI on a regular basis to determine quality and effectiveness of services provided. Routinely analyze data with principal/DCSI to assist in identifying areas of need or if adjustments should be made. The provider's contribution to improved staff/student performance is evaluated on a regular basis.

The following is the process for approving federal and state grant expenditures:
1. Request for Title Funding created
    a. Funds available?
        i. If No, then End
        ii. If Yes, Administrator approves?
            1. If No, then End
            2. If Yes, Create requisition in TEAMS
                a. Administrator approves requisition in TEAMS
                b. Requisition received by program coordinator
                c. Supporting documents attached?
                    i. If No, Return to sender for documentation
                        1. Sender resubmits requisition in TEAMS
                        2. Requisition received by program coordinator
                  ii. If Yes, Allowable expense?
                      1. If No, Return to sender with explanation of denial, then End
                      2. If Yes, Funds available?
                        a. If No, Return to sender with explanation of denial, then End
                        b. If Yes, Purchase exceeds $25,000?
                            i. If Yes, Follow process for Board approval
                                1. Board approval received?
                                    a. If No, then End
                                    b. If Yes, Program coordinator approves
                          ii. If No, Program coordinator approves
                        iii. Secondary approval(s) received?
                            1. If No, Return to sender with explanation of denial, then End
                            2. If Yes, Requisition to Business Office for processing

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Data-driven Student Improvement Process is a process by which district and campus personnel partner together to improve student performance. At the heart of the process is the exchange and sharing of pertinent summative hard, formative hard and soft data for use in assessing campus needs, developing a targeted campus improvement plan and progress monitoring the implementation of the plan to successfully raise the academic performance of all students.

a. The District Data Analysis Team (DDAT), the Principal and the Campus Data Analysis Team (CDAT) all share in the responsibility of analyzing data, identifying critical needs and developing a targeted improvement plan with SMART goals.

b. The DDAT and CDAT, in conjunction with the supervising Superintendent and campus Principal will meet quarterly to progress monitor the improvement process and goals.

c. The campus will participate in the TAIS, an assigned DCSI and PSP will meet with the CDAT and Principal to conduct the data analysis, needs assessment, guide the development of the improvement plan and provide quarterly progress reports to the TEA .

d. CDAT and DDAT and campus Principals will offer feedback to one another on
    i. CDAT - the review and use of performance data at the campus level, including unit exams and other forms of formative and summative data.
    ii. Campus Principal - The instructional impact of the data review process
    iii. DDAT -- Periodic performance indicators consisting of attendance, discipline, failure, walk-through, and benchmark data.

e. Through cooperative analysis, planning, progress monitoring, and feedback DDAT and CDAT will develop a systematic process for ongoing school improvement.

f. Provide operational flexibility and sustained support such as staffing, calendar/time, and budgeting to implement fully a comprehensive approach to improve student achievement outcomes.

g. Operational flexibility is achieved by having District decision-makers in the District Data Review Meetings (DDRM), including representatives from Administrative Services, Curriculum, Instruction and Assessment, along with the campus supervising superintendent. This facilitates a faster decision-making process and enables a rapid response to identified needs.

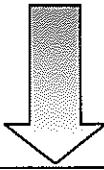| For TEA Use Only	
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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The reform is transformation and the systems and processes that are created. The systems and processes that are created are what will sustain and support the school in continuing to move in a positive direction.

The LEA is committed to sustain the major reform strategies outlined in the grant application as the Transformation strategies align with the district strategic plan. Currently the LEA has a long range district technology plan to increase technology devices for students through district grant opportunities. Velasco is requesting increase devices to a one-to-one device to student ratio to support major transformation reform strategies. The major reform strategies being requested in this grant are PBL (project based learning), RtI (response to intervention), leadership and content specific professional development, PBIS (positive behavior intervention strategies), and parental involvement. The LEA will continue quarterly data review meetings with campus and district stakeholders to review the major initiatives and discuss how these are being sustained. This process is aligned with federal, state, and local plans for the transformation of Velasco Elementary. The LEA will meet with the campus improvement team to evaluate and assess how to best sustain the reform strategies upon completion of the grant period. To ensure project participants remain committed, the LEA will gain feedback and participation from project participants.

The LEA's DSCI, Director of Federal Programs, and CFO will work closely together to ensure that expenditures meet the requirements of the grant.

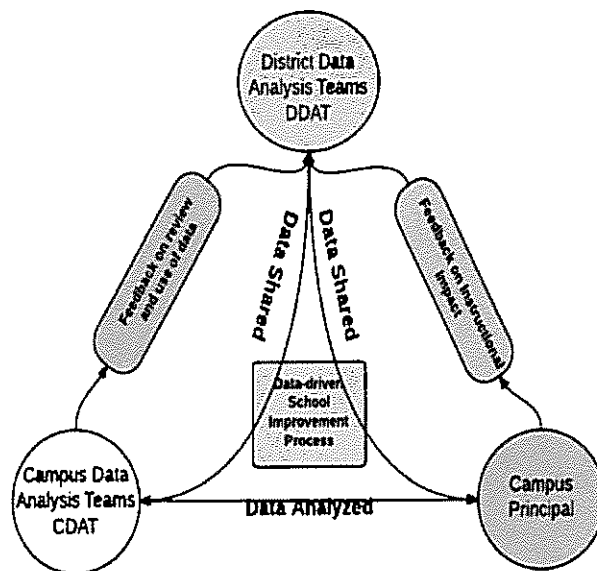| For TEA Use Only	
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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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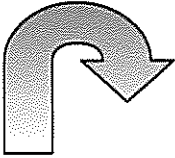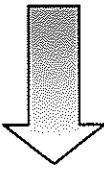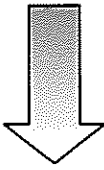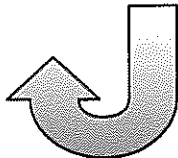
Schedule #15—Project Evaluation		

County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Set/Review Goals and Indicators	1.	Conduct data analysis and review of student level data.
		2.	Conduct a needs assessment and identify root causes. Prioritize needs based on data analysis.
		3.	Set/ Review SMART goals and indicators to measure the goal.
2.	Set/Review benchmarks	1.	Identify indicators for which benchmarks should be created. (i.e. indicators correlated to the critical success factors/turn around principles)
		2.	Create appropriate benchmarks.
		3.	Review targeted benchmarks quarterly/annually adjust as needed.
3.	Take Action	1.	Identify activities/strategies to implement.
		2.	Communicate project activities/strategies to appropriate decision makers/stakeholders.
		3.	Make appropriate changes based on prioritized needs.
4.	Continuous Improvement through Collecting, Reviewing and Analyzing Data	1.	Identify data to be collected.
		2.	Determine/set timelines for analysis of data.
		3.	Conduct data analysis meetings.
5.	Evaluate Impact	1.	Did the changes impact student achievement? If so, continue with project activities.
		2.	Do the intervention strategies need to be modified/discontinued? If so, begin cycle back at Set and Review goals
		3.	What additional actions need to take place for the campus to achieve their goals?

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Data-driven Student Improvement Process is a process by which district and campus personnel partner together to improve student performance. At the heart of the process is the exchange and sharing of pertinent summative hard, formative hard and soft data for use in assessing campus needs, developing a targeted campus improvement plan and progress monitoring the implementation of the plan to successfully raise the academic performance of all students.

a. The District Data Analysis Team (DDAT), the Principal and the Campus Data Analysis Team (CDAT) all share in the responsibility of analyzing data, identifying critical needs and developing a targeted improvement plan with SMART goals.

b. The DDAT and CDAT, in conjunction with the supervising Superintendent and campus Principal will meet quarterly to progress monitor the improvement process and goals.

c. The campus will participate in the TAIS, an assigned DCSI and PSP will meet with the CDAT and Principal to conduct the data analysis, needs assessment, guide the development of the improvement plan and provide quarterly progress reports to the TEA .

d. CDAT and DDAT and campus Principals will offer feedback to one another on:
   i. CDAT - the review and use of performance data at the campus level, including unit exams and other forms of formative and summative data.
   ii. Campus Principal - The instructional impact of the data review process
   iii. DDAT – Periodic performance indicators consisting of attendance, discipline, failure, walk-through, and benchmark data.

e. Through cooperative analysis, planning, progress monitoring, and feedback DDAT and CDAT will develop a systematic process for ongoing school improvement

f. Provide operational flexibility and sustained support such as staffing, calendar/time, and budgeting to implement fully a comprehensive approach to improve student achievement outcomes.

g. Operational flexibility is achieved by having District decision-makers in the District Data Review Meetings (DDRM), including representatives from Administrative Services, Curriculum, Instruction and Assessment, along with the campus supervising superintendent. This facilitates a faster decision-making process and enables a rapid response to identified needs.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

X Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 020905			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Initiate Project Based Learning Focus team to visit sites	05/14	09/14
			B. Identify/Hire • PBL/Tech Coordinator • Math and Reading specialist • Grant project Coordinator	07/14	09/14
			C. Develop/launch campus PD, observation, PLC, assessment calendar,	7/14 7/15 7/16	6/15 6/15 6/17
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Schedule data trainings/reviews with contractors for staff at regular intervals	8/14 8/15 8/16	6/15 8/16 8/17
			B. Work with district assessment office to develop/revise unit assessments for Reading/Math	9/14 9/15 9/16	5/15 5/16 5/17
			C. Participate in PD in differentiated instruction, CITW, Rigor, and others with follow-up coaching/modeling by specialists	8/14 8/15 8/16	6/15 6/16 6/17
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Participate in PD/practice utilization of Eduphoria, share in PLCs	10/14 10/15 10/16	1/15 1/16 1/17
			B. Attend Lead4Ward trainings, webinars, utilize resources	7/14	11/15
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Hold quarterly data analysis meetings	7/14 7/15 7/16	6/15 6/16 6/17
			B. Create formative and summative assessments	7/14 7/15 7/16	6/15 6/16 6/17
			C.		
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	BISD will keep the current principal who has been with the school within the two year time period. Contract began 7/13.	7/13	7/17
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement

Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. | A. Through principal measures indicated on the district's Administrative Performance Appraisal for the beginning, middle and end of year. | 7/13 | 5/17 |
| | | | B. District administrators perform monthly walk-throughs and provide feedback to the campus administrator. | 8/14

8/15

8/16 | 5/15

5/16

5/17 |
| | | | C. District appraiser performs monthly walk-throughs and provides coaching feedback to the campus administrator. | 8/14

8/15

8/16 | 5/15

5/16

5/17 |
| | | | D. Teacher Leaders participate on a monthly basis with Coaching for Results to develop leadership capacity | 9/14 | 5/16 |
| | | | E. Project Coordinator, Reading and Math specialists model/coach effective lessons with increased rigor | 8/14

8/15

8/16 | 5/15

5/16

5/17 |
| | | | F. | | |
| | | | G. | | |

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Provide leadership coaching to address quality instruction for campus teacher leaders and administrators.	8/14 8/15 8/16	5/15 5/16 5/17
			B		
			C.		
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Operational flexibility with campus staff development.	6/14 6/15 6/16	5/15 5/16 5/17
			B.		
			C.		
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Evaluate current master schedule to increase learning time.	6/14 6/15 6/16	8/14 7/15 6/16
			B.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Provide enrichment activities through outreach programs.	8/14 8/15 8/16	7/15 7/16 7/17
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Work-based learning	8/14 8/15 8/16	7/15 7/16 7/17
			B.		
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Parenting Partners	11/14 11/15 11/16	4/15 4/16 4/17
			B. Communities in Schools	8/14 8/15 8/16	6/15 6/16 6/17
			C. Extended learning opportunities for parents	8/14 8/15 8/16	6/15 6/16 6/17
			D. Extended learning opportunities for parents such Computer Literacy, GED, ESL,	10/15 10/16 10/17	5/15 5/16 5/17
			E.		
		2. Provide ongoing mechanisms for community engagement	A. Local ministries that provide support	8/14 8/15 8/16	6/15 6/16 6/17
			B. Counseling services for students and families	8/14 8/15 8/16	6/15 6/16 6/17
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Train teachers in PBIS to address Tier 2 and Tier 3 behaviors consistently/implement on campus	8/14 8/15 8/16	6/15 6/16 6/17
			B. Attendance – students and teachers	8/14 8/15 8/16	6/15 6/16 6/17
			C. Enrichment – CIS, Technology, PBL	8/14 8/15 8/16	7/15 7/16 7/17
			D. Monitor and reward Attendance every 6 weeks for students and teachers	8/14 8/15 8/16	6/15 6/16 6/17
			E. Identify top 5% students at-risk for drop out/assign mentor	8/14 8/15 8/16	5/15 5/16 5/17

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	**Schedule #16—Responses to Statutory Requirements**
	County-district number or vendor ID: 020905		Amendment # (for amendments only):
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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. PDAS, McREL Walkthroughs, peer walkthroughs	8/14 8/15 8/16	6/15 6/16 6/17
			B.		
			C.		
			D.		
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Initial year, building system of measuring assessment. Second and third year, reward teachers and other staff that have increased student achievement.	8/14 8/15 8/16	4/15 6/16 6/17
			B.		
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Project Based Learning	6/14 6/15 6/16	6/15 6/16 6/17
			B. ELA	6/14 6/15 6/16	6/15 6/16 6/17
			C. Math	6/14 6/15 6/16	6/15 6/16 6/17
			D. Gomez y Gomez	6/14 7/15 7/16	7/15 7/16 7/17
			E. PBIS	6/14 7/15 7/16	7/15 7/16 7/17
			F. Improve RTI process	5/14 1/15 7/15 7/16	8/14 5/15 5/16 5/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Develop an incentive system that will help to recruit/retain staff	08/15	05/16
			B.		
			C.		
			D.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal.	*Provide name and date of hire for principal or date of anticipated replacement:*		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	*Improve School Climate*	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID:			Amendment # (for amendments only):		
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CSF	**Turnaround Principle**	**Strategy / Intervention**		**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	A.			
		B.			
		C.			
		D.			
		E.			

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	**Turnaround Principle**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 020905	Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD will identify individuals and structure offices with the responsibility for supporting the campus' school improvement efforts. Campus staff and leaders will receive professional development supporting areas of Effective Leadership, Improved Academic Performance, Quality Teaching & Learning, Improved School Climate, Increased Learning Time and Data Driven Decision Making.

The grant program will align with federal, state, and community resources to maximize the positive effects of the intervention strategies implemented at the campus. The transformation model will reach out to partners with current programs being implemented in BISD: community councils, business councils, parent councils, Institutes of Higher Education (IHE), and social agencies. The management plan is designed to achieve the objectives of the proposed project on time and within budget, with appropriate timelines, and milestones for accomplishing project tasks.

The LEA will modify some of the current practices and policies during the implementation of the grant program to preserve the integrity of the program's design and still maintain practice/policy compliance with state and federal guidelines. The interventions mentioned in this proposal have been designed and will be implemented consistently with the final federal requirements and the TEA requirements.

The campus reform initiative undertaken by BISD at Velasco Elementary will continue beyond the term of the grant. The grant program is designed to primarily utilize knowledge and professional development to reach the goals of this program and transform the campus. A long term action plan is critical to transforming the campus. For this reason, BISD will rely on local partnerships, state and federal funds to sustain campus reform after the funding period ends. The BISD has assigned a full time DCSI to oversee the incremental integration of these funding streams into sustaining the program. The PD and coaching provided will sustain for many years beyond the grant cycle as most learned materials will be ongoing.

Professional development and technical assistance of the highest quality is important to the success of Velasco Elementary. External providers will be recruited subject to current external contractual protocol and the approval process of BISD administration. The TTIPS Team utilized the historical success records and overall effectiveness of external providers to identify providers and invite them to assist the campus through its transformation process.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 020905	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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